

BICYCLE & PEDESTRIAN SAFETY

9 Lessons for the Classroom



ACTIVE TRANSPORTATION
ALLIANCE

BICYCLE & PEDESTRIAN SAFETY

9 Lessons for the Classroom

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Introduction

Overview of Bicycle & Pedestrian Safety: 9 Lessons for the Classroom

The Active Transportation Alliance is committed to equipping children with the knowledge of how to safely practice active transportation. To fulfill this commitment, we have compiled a lesson book of bicycle and pedestrian safety lessons from our existing curricular programs to enable teachers with easy delivery of this important information. We encourage teachers to read through the guide and use the lessons that best fit their teaching style and the learning styles of their students. The lessons are short so that they can supplement the lessons and curricula already in use by each teacher. Students will work as a class, in small groups and independently as they explore the safety guidelines, comprehend their purpose and internalize them for real-life use.

Using Bicycle & Pedestrian Safety: 9 Lessons for the Classroom

Classroom Lessons: The approximate duration of the lesson is listed below the title. All lessons are aligned with the Illinois State Learning Standards and span across the four core subject areas. The standards addressed in each lesson are listed for both early elementary and late elementary, as each lesson is supplemented with specific adaptations to be made for early elementary and late elementary, as well as the grade level listing the lesson was originally designed for (see *Adapting For All Grade Levels*). Any Student Activity Pages to be used in the lesson are included at the end of each lesson to be photocopied for each student. All lessons refer to the Bicycle & Pedestrian Safety Guidelines page found on page 6 of this lesson book.

Beyond the Lessons

There are many other ways you can create a physically active school community. Included here is information about making your school a beacon for safe and active modes of transportation, as well as a place where families can learn about developing a healthy, active lifestyle.

“We envision communities across Illinois where crosswalks are filled with children walking, rolling and cycling to school.”

Walk Across Illinois School-Based Programs

Walk Across Illinois is committed to the ideal that schools should be alive with physically active students engaged in fun, standards-based curricular activities that promote physical activity, active transportation choices and healthy eating. We embrace a world where administrators champion a healthy school environment and parents and educators join the children in adopting physically active lifestyles. We envision communities across Illinois where crosswalks are filled with children walking, rolling and cycling to school.



To fulfill our mission, we have created several FREE programs for elementary schools. These programs are Walk Across Illinois School Fitness Program, Walk Across Illinois Walk the Walk Challenge, Walk Across Illinois Mileage Challenge and Walk Across Illinois Afterschool Challenge. All our programs include necessary supplies, curricula, training (with CPDU credits) and incentives.

For more information on any of the Walk Across Illinois programs, please visit www.WalkAcrossIllinois.org.



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Walk and Roll to School Day

Each October, millions of children, parents, teachers and community leaders across the globe walk, bicycle, skate, scooter or roll to school to celebrate Walk and Roll to School Day (first Wednesday of October). It is an energizing event that reminds parents and children of the simple joy of walking or biking to school. It also serves as an opportunity to focus on the importance of physical activity, safety, air quality and walkable communities.

Walk to School activities often become a catalyst for ongoing efforts to increase safe walking and bicycling year-round. In order to provide communities with resources to support Walk to School Day events and activities, a collaboration of organizations have developed a mini-grant program for Northeast Illinois. Grant applications are available in late spring.

Active Transportation Alliance can help your school plan a Walk and Roll to School Day. For more information on our services and the mini-grant program, please call 312.427.3325 or visit www.activetrans.org/saferoutes.
Safe Routes to Schools

Safe Routes to School programs encourage and enable walking and bicycling to school throughout the year. The Illinois Safe Routes to Schools program operates on the Five E's: engineering, education, encouragement, evaluation and enforcement. The program supports infrastructure and non-infrastructure improvements to the pedestrian/bicycle environments around local schools.

Active Transportation Alliance works with schools across Illinois to implement comprehensive Safe Routes to School initiatives. For more information on these services, please visit www.activetrans.org/saferoutes.

For more information on grants and services offered by Illinois Department of Transportation, please visit www.dot.il.gov/saferoutes. For general information about Safe Routes to School, please visit www.saferoutesinfo.org.

Bicycle & Pedestrian Safety: 9 Lessons for the Classroom Development Team

This lesson book would not exist without the efforts and support of numerous individuals and organizations. Thank you to all of our partners.

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And a very special thank you to the thousands of students and teachers across Illinois who are using these lessons to Get Active & Get Going.

Bicycle & Pedestrian: 9 Lessons for the Classroom is a vision, initiative and commitment of Active Transportation Alliance, your voice for better biking, walking and transit.

Bicycle & Pedestrian Safety Guidelines



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Bicycle Safety

Always wear a helmet that fits well:

- Eyes– one should be able to see the very edge of the helmet by looking up with ones eyes only.
- Ears– the straps should be even and form a “Y” underneath each earlobe.
- Mouth– One should be able to fit one finger between the buckle of the chin strap and the chin. If one opens his/her mouth, one should be able to feel the helmet pulling down on top.

Make sure the bike you are riding is the right size for you: rider can reach the ground and have at least a half inch of stand over height.

Before riding, remember your ABCs (air in the tires, brakes working and chain working properly). Make sure lights and reflectors are working as well.

Ride with your hands on the handlebars. If you need to carry something, use a backpack or attach a basket to your bike.

Be aware of the road itself – be on the look out for sticks, potholes or trash on the road.

Ride on the right side of the road, in the same direction as the traffic. If there is a sidewalk and your community allows riding on it, that is the safest place for children to ride.

Obey traffic lights and signs. If riding on the sidewalk, walk your bicycle across the street when crossing.

Watch for cars both in the street and coming out of driveways, alleys and parking lots.

Cross the street at corners and look left, right, then left again to be sure it is safe to cross.

Pedestrian Safety

Walk on a sidewalk whenever possible. If there is no sidewalk, walk on the left side of the road, facing oncoming traffic.

Before crossing a street, stop and look left, right and then left again to make sure it is safe to cross. Also look over your shoulder for cars behind that are turning toward the crosswalk.

Walk, don't run, across the street.

Cross at corners, using crosswalks and traffic lights whenever possible.

- This hand signal instructs people not to walk.



- This hand signal informs people that it is safe to walk, but walkers still need to look left, right, left before crossing.



It is recommended that children under 10 not cross a street alone. Children under 10 should have a walking buddy that is older.

Pautas de Seguridad para Bicicletas y Peatones



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Seguridad en Bicicleta

Siempre lleva un casco que te quede bien:

- Ojos– uno debería poder ver la orilla del casco cuando mira hacia arriba con mover los ojos solamente.
- Orejas– las correas deberían ser iguales y formar una “Y” debajo de cada lóbulo de la oreja.
- Boca– uno debería poder meter un dedo entre la hebilla de la correa de la barbilla y la misma barbilla. Si uno abre la boca, debería poder sentir que el casco se jala hacia abajo.

Asegurar de que la bicicleta en que se anda sea del tamaño adecuado: el ciclista puede alcanzar la tierra y tener por lo menos una media pulgada de espacio entre la silla y el cuerpo cuando está parado/a.

Antes de andar, recuerda el ABCs (aire en las llantas, chequear que los frenos y la cadena estén funcionando bien). Asegurar que las luces y los reflectores también estén funcionando.

Andar con las manos en el manubrio. Si necesitas cargar algo, usa una mochila o amarra una canasta a tu bicicleta.

Ser conciente del mismo camino—mantente atento a los palos, baches o basura en la calle.

Anda por el lado derecha del camino, en la misma dirección que el tráfico. Si hay una acera y tu comunidad permite que andes en ella; es el lugar más seguro para los niños transiten en ella.

Obedece los semáforos y carteles. Si andas en la acera, camina con tu bicicleta cuando cruzas las calles.

Pon atención a los coches en la calle y saliendo de los caminos de entrada, callejones y estacionamientos.

Cruza la calle en las esquinas y mira hacia la izquierda, derecha e izquierda otra vez para estar seguro que puedes cruzar.

Seguridad Peatonal

Camina por la acera cuando sea posible. Si no hay acera, camina por el lado izquierda de la calle, mirando hacia el tráfico que viene.

Antes de cruzar una calle, para y mira hacia la izquierda, derecha e izquierda otra vez para asegurar que puedes cruzar. También mira detrás de ti por coches que están doblando hacia la acera. Camina, no corras, cuando cruzas la calle.

Cruza en las esquinas, usando las cruces peatonales y los semáforos cuando sea posible.

- Esta señal de una mano ordena a la gente a no caminar.



- Esta señal de una mano demuestra que es seguro caminar, pero los peatones todavía tienen que mirar hacia la izquierda, derecha e izquierda antes de cruzar.



Se recomienda que los niños menores de 10 años no crucen una calle solos. Los niños menores de 10 años deberían tener un acompañante mayor.

Active Transportation

30 minutes

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Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things and events).	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
Language Arts: Writing	3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	3.C.2b Produce and format compositions for specified audiences using available technology.
Language Arts: Listening and Speaking	4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.

Lesson Objectives

By the end of this lesson, students will be able to:

- identify at least two modes of public transportation.
- identify an example of active transportation.
- list at least two guidelines for pedestrian and/or bicycle safety.

Materials Needed

- Pencils
- Student Activity Page: Active Transportation
- Crayons or markers

Classroom Activity—Working as a Class (5 minutes)

- **Ask** how it is different to take a train or a bus than it is to ride in a car.
- **Discuss** public transportation versus auto travel.
 - o Public transportation lets groups of people ride together, making a smaller environmental impact per person than travel by car.
 - o Trains travel on tracks and can be faster than cars or buses, especially when traffic is an issue.
 - o When we ride in cars, we pay for that car's gasoline and maintenance. When we ride on public transportation, the fare paid for our tickets helps pay for these costs.
 - o Trains and buses only stop at designated places. Sometimes a train or bus cannot take you where you need to go.

Active Transportation

30 minutes

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Classroom Activity—Working in Small Groups

(15 minutes)

- **Point out** that cars, buses and trains are not the only way to get from one place to another. Define these methods as passive, meaning that we don't have to use much effort to get to where we're going.
- **Point out** that some forms of transportation are active, meaning that you are moving your own body—you are your own transportation.
 - Walking to school or to the store (define the word pedestrian).
 - Biking to the park or to see your neighbor.
 - Walking and biking are great for our bodies, but we have to know how to walk and bike safely.
- **Distribute** Student Activity Page: Active Transportation. Divide students into small groups of three to four students to brainstorm and record lists of safety guidelines under Part One. Ask half the groups to focus on bicycle safety and the others to focus on pedestrian safety. During the discussion at the end of this activity, students should record ideas shared by the groups who talked about the topic their group did not discuss.
- **Review** the guidelines small groups have listed with the whole class.
- **Help** students complete their lists with the Pedestrian and Bike Safety Guidelines page.

Classroom Activity—Working Independently

(10 minutes)

- **Review** the directions for Part 2 of the Student Activity Page. Remind students to choose just one of the safety guidelines to highlight on their posters.
- **Invite** students to share their posters with the class as they finish.

Adapting for all Grade Levels

Lesson's Target Grade Level: 3rd grade

- Younger students and students who need more support could write only a few of the pedestrian and bicycle safety guidelines on their Student Activity Page and select one from those few to highlight in the poster.
- Younger students and students who need more support could focus on the guidelines that are the same for both pedestrians and bikers such as looking carefully when crossing the street and being aware of traffic.
- Older students and students who need more challenge could think about the safety guidelines and write about one in more depth, explaining why the guideline is important and how it contributes to safety.
- Older students and students who need more challenge could also think about a safety guideline they do not always follow and think about why this is the case, reflecting on their own choices and thinking about whether their choice is the safest one.

Check for Understanding

- **Ask** students to give an example of active transportation and explain why it is beneficial.
- **Ask** students to list at least two pedestrian and bike safety guidelines.

Extending the Lesson

- Learn about the hand signals used by bicyclists to indicate left turns, right turns and a stop. An extended arm means left. An arm bent at the elbow and pointing up means right. An arm bent at the elbow pointing down means stop.
- Take a walk as a class and practice pedestrian safety. Ask students to verbalize their safety decisions. For instance, rather than quietly crossing the street, ask students to say, "I'm looking left. I'm looking right. I'm looking left again. There are no cars coming, so it is safe to cross."
- Homework: Ask students to list five pedestrian or safety guidelines with a family member. Have the family member sign the homework to indicate that this safety review has taken place.

Active Transportation

Part 1: Public transportation like trains and buses are a great way to travel, but our bodies get even more benefit when we use active transportation, like walking or biking, to where we need to go.

Use the space below to write some safety guidelines for pedestrians and bike riders.

Pedestrian Safety	Bike Safety
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Part 2: Use the back of this page to make a pedestrian safety or bike safety poster focusing on one idea from your lists above.

Transporte Activo

Parte 1: El transporte público como los trenes y autobuses es una buena manera de viajar, pero nuestros cuerpos reciben aun más beneficios cuando usamos el transporte activo, como caminar o andar en bicicleta, para llegar a donde tenemos que ir.

Usa el espacio de abajo para escribir unas pautas de seguridad para peatones y ciclistas.

Seguridad Peatonal	Seguridad Ciclista
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Parte 2: Usa la parte de atrás de esta página para hacer un cartel de seguridad para peatones o ciclistas que se enfoca en una idea de tus listas de arriba.

Safe Citizens

50 minutes

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Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Writing	3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
Listening and Speaking	4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.

Lesson Objectives

By the end of this lesson, students will be able to:

identify examples of active transportation.

understand the relationship between citizenship, active transportation and the environment.

list at least two guidelines for pedestrian and/or bicycle safety.

Materials

- Teacher Activity Page: Ecological Footprint
- Chalk board/white board/butcher paper
- Student Activity Page: Pinwheel Pattern
- Student Activity Page: I'm a Safe Citizen!
- Scissors
- 1 thumbtack for each student
- 1 new pencil for each student
- Crayons/markers/colored pencils
- **Practice** by asking, "Do you like chocolate ice cream or vanilla ice cream better? If you like chocolate ice cream, walk to that corner (point), if you like vanilla ice cream, walk to that corner (point) and if you don't like ice cream, walk to that corner (point)."
- **Point out** where the majority of the students have gone. Explain that since the most students are in that corner, that is the corner you would take the score from.
- **Explain** that the goal is to have an ecological footprint of zero or less than zero, because that means that we are doing more good for the environment than we are doing negatively for the environment.
- **Continue** with Teacher Activity Page: Ecological Footprint

Classroom Activity—Working as a Class

(15 minutes)

- **Explain** that an ecological footprint is how much the environment is affected by what we choose to use and throw away every day.
- **Explain** the class is going to calculate their group ecological footprint by answering six questions. After each question, each student will walk to the corner of the room that matches his/her answer to the question.

Safe Citizens

50 minutes

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Classroom Activity—Working in Small Groups (15 minutes)

- **Discuss** ways that the class can improve their ecological footprint, or the way their living choices affect the environment.
- **Suggest** to students one way people can take care of the environment is by choosing to use active transportation, like walking or biking, instead of passive transportation, which causes pollution.
- **Distribute** Student Activity Page: Active Transportation. Divide students into small groups of three to four students to brainstorm and record lists of safety guidelines. Ask half the groups to focus on bicycle safety and the others to focus on pedestrian safety. Explain that pedestrian is another word for somebody who is walking.
- **Review** the guidelines small groups have listed as a whole class.
- **Help** students complete their lists with the Pedestrian and Bike Safety Guidelines page.

Classroom Activity—Working Independently (20 minutes)

- **Direct** students to choose four active transportation guidelines to focus on.
- **Distribute** the pinwheel pattern to each student.
- **Direct** students cut out the pinwheel patterns and assemble them on the pencil (this can also be prepped before hand by the leader to save time). Direct students to write the guidelines on the inside triangles. On the outside parts of the pinwheel, closest to the brad, encourage students to write one word on each flap: I'm-A-Safe-Citizen! If there is time, students can illustrate the safety guidelines.

Adapting for All Grade Levels

Lesson's Target Grade Level: 3rd Grade

- Younger students and students who need more support could raise their hands instead of traveling to different corners of the room.
- Younger students and students who need more support could focus on the guidelines that are the same for both pedestrians and bikers such as looking carefully when crossing the street and being aware of traffic.
- Older students and students who need more challenge could think about the safety guidelines in more depth, writing the guideline on one side of the pinwheel flap and explaining why the guideline is important and how it contributes to safety on the other side.
- Older students and students who need more challenge could make multiple safety pinwheels and then take them to a younger class to present bicycle and pedestrian safety guidelines and then give the younger students each a pinwheel.

Check for Understanding (10 minutes)

- **Divide** students into two groups. Create concentric circles by having one group be an inner circle and the other an outer circle. Members of the inner circle face outward while members of the outer circle face inward so that members are facing each other.
- **Say** either “bike safety” or “pedestrian safety.” Each student will then share with the person across from him/her one of the guidelines that he/she remembers.
- **Rotate**, having the circle on the inside stay in the same place and the circle on the outside moving over one spot to the right so that students are with new partners. Repeat several times.

Extending the Lesson

- Expand on the lesson by discussing how food and nutrition choices impact our ecological footprint.

Teacher Activity Page: Ecological Footprint

50 minutes

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Say: Many of our local destinations are within 2 miles of our homes, such as school, our friends' houses, the store, the library, the park. Think about the last time you went someplace less than 2 miles away, which is about 16 blocks. If you asked for a ride in the car, go to that corner. If you walked, go to that corner. If you rode your bike, go to that corner. If you took public transportation, like the bus or the El, go to that corner. Count the number of students in each corner. Read whichever answer is applicable. Record the number on the board for the class to see.

Since the majority of, or most of, our community rode in the car, we are going to get 5 big bad points. Cars pollute the environment. I wonder if we really needed to ride in a car to travel that short distance.	Since most of the class walked, we can take away 5 points, because walking doesn't pollute and is a good environmental choice! Good citizens make choices like walking when it is not too far.
Since the majority of, or most of, the class rode their bikes, we can take away 5 points because biking doesn't pollute and is a good environmental choice! Good citizens make choices like biking when it is not too far.	Since the majority, or most of, the class took public transportation, we do not have to add any big bad points or take any away. Public transportation does cause some pollution, but since it can transport so many people at once, the pollution isn't as much as it would have been if they had all driven. Plus, it runs whether you are on it or not, so your choice does not make an impact on its pollution.

Ask: How did you get to school today? If you carpooled, or drove with another family, go to this corner. If you took the school bus or a train, go to this corner. If you walked, biked or scootered, go to this corner. If your family drove you and your siblings, go to this corner. Count the number of students in each corner. Read whichever answer is applicable. Record the number on the board for the class to see.

Since the majority of our community carpooled, we are going to get 2 big bad points. Carpooling is much better than each person driving separately, so we aren't getting too many points, but it's not as good of an option as walking or taking the bus.	Since the majority of our community took the school bus or a train, we can take away 5 points! Riding the bus is a smart way to get lots of kids to school at once instead of each student coming separately in a vehicle that pollutes. Good citizens work together—or ride together!—to keep the environment clean.
Since the majority of our community walked, biked or scootered, we can take away 10 points! Using our own bodies to get us where we need to go is not only healthy for each of our bodies, but it is also a healthy choice for the environment.	Since the majority of our community drove with their family, we have to get 10 big bad points. Think about all the pollution that each family creates when driving to school every single morning! If every family decided to carpool with one other family, that would cut the pollution in half every single day!

Teacher Activity Page: Ecological Footprint

50 minutes

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ACTIVE TRANSPORTATION
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Say: In the past month, if you have taken public transportation, like a train bus or the El, go to this corner. If you have not taken a train or the El, go to that corner. Count the number of students in each corner. Read whichever answer is applicable. Record the number on the board for the class to see.

The majority of our community has used public transportation in the last month, so we can take away 5 points! You and your families are making great choices for the environment by taking public transportation.

Since the majority of our community has not used public transportation in the last month, we don't have to get any big bad points, but we also aren't going to lose any. Public transportation is a great option when you need to go somewhere that is too far to walk. There is still pollution from the bus, but it is so much less pollution than if each person on the bus had been driving their own car.

Ask: Have you ever planted a tree or another plant? If you have, go to that corner. If you haven't, go to this corner.

This is great news! The majority of our community has planted a tree or a plant, which means we can take away 7 points.

The majority of our community has not planted a tree or a plant before. We do not have to take any big bad points, but it is interesting to think about what planting a tree or plant can do to make our ecological footprint smaller—instead of using up the environment, we could be adding to it!

Ask: In the past week, did you use human-powered transportation, like walking, riding or skating, to go somewhere you wanted to go, like school or a friend's house, the park or the store? If you did, go to this corner. If you didn't, go to that corner. Count the number of students in each corner. Read whichever answer is applicable. Record the number on the board for the class to see.

The majority of our community used human-powered transportation in the past week! That is awesome. We can lose 10 points for that, because using our own bodies to get us where we want to go is not only healthy for each of our bodies, but it is also a healthy choice for the environment

The majority of our community hasn't walked or ridden our bikes in the past week. We do not have to get any big bad points here, but we should definitely start thinking about times when we can use our own bodies to get us where we need to go instead of cars or buses.

Teacher Activity Page: Ecological Footprint

50 minutes

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ACTIVE TRANSPORTATION
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Ask: Have you ever gone someplace by airplane? If you have, go to this corner. If you haven't, go to this corner. Count the number of students in each corner. Read whichever answer is applicable. Record the number on the board for the class to see

The majority of our community has ridden an airplane. Sometimes, people need to ride airplanes to get places that are really far away, but they are also a source of a lot of pollution in our air. Unfortunately, we have to get 12 big bad points for riding the airplanes.

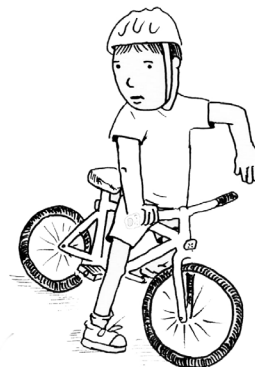
The majority of our community has not ridden in an airplane. We don't have to get any points. Sometimes, people need to ride airplanes to get places that are really far away, but they are still a source of a lot of pollution in our air.

Say: Alright, now that we have gone through all six questions, let's calculate our community ecological footprint.

Do the math to calculate the footprint. Explain that the goal is to always be zero or less than zero, because that means that we are doing more good for the environment than we are doing negatively for the environment.

Say: A lot goes in to our ecological footprints than simply how we get around. What we eat, what we use and what we leave behind, like litter, all contribute to our footprint. But we can certainly focus on making smart transportation choices to start.

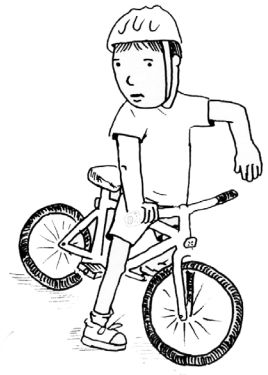
Name: _____



Active Transportation

To be a safe citizen using active transportation, I must:

Nombre: _____

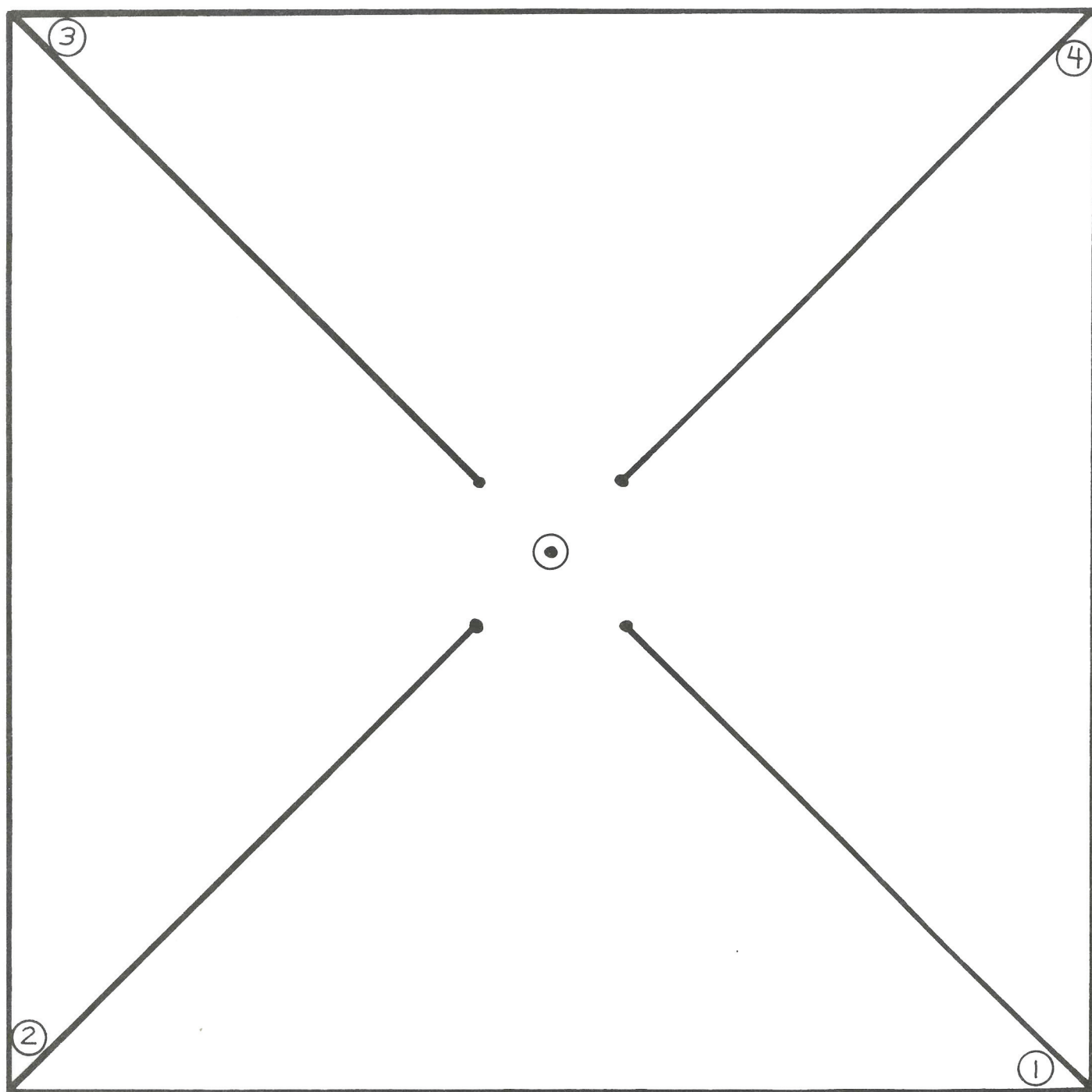
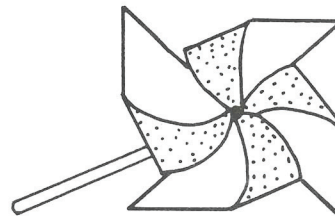


Transporte Activo

Para ser un ciudadano seguro usando el transporte activo, debo:

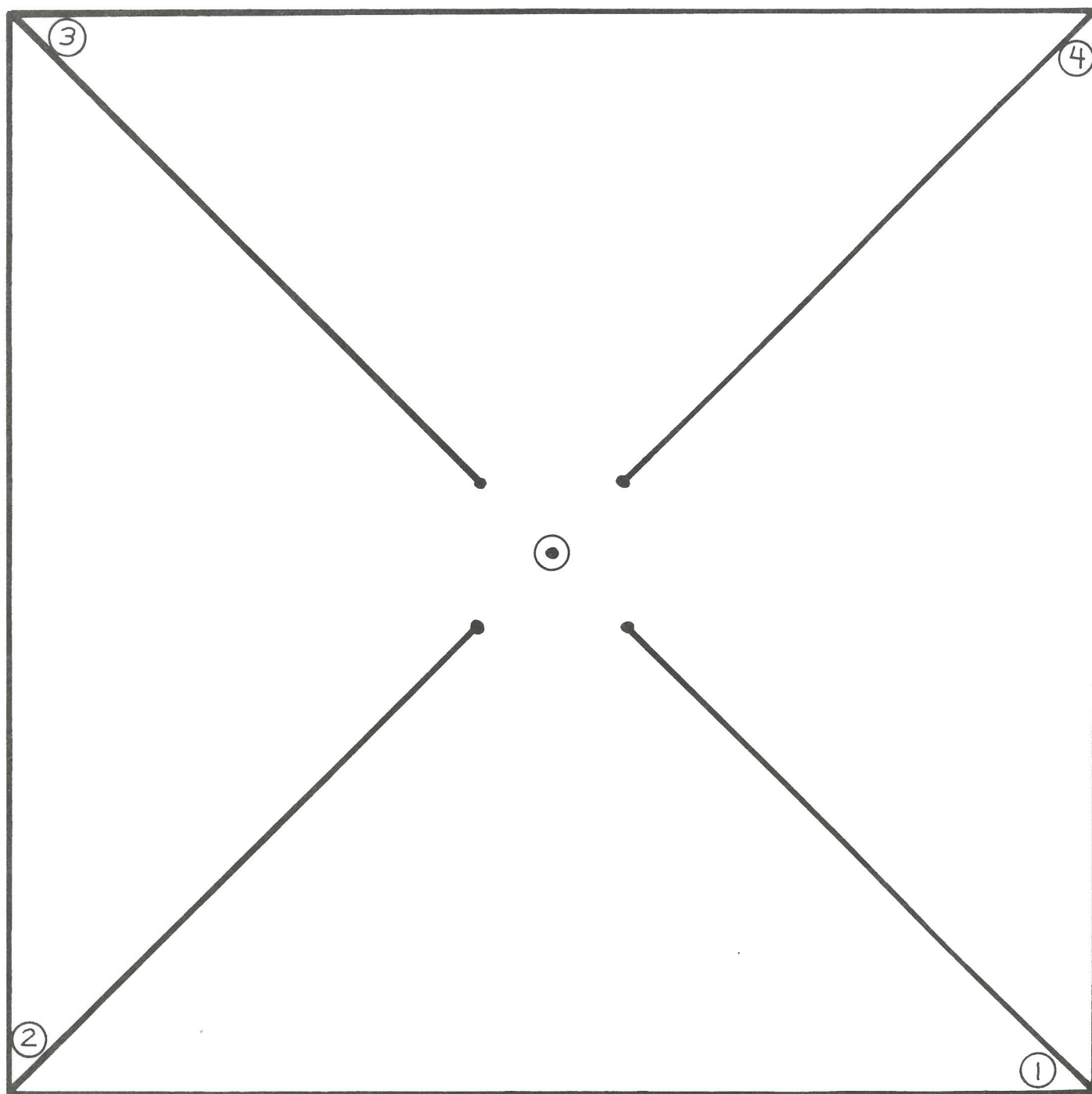
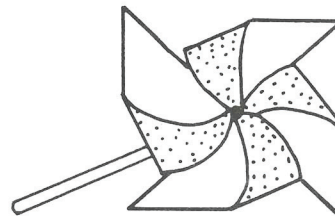
Pinwheel Pattern

Cut out pattern. Cut along lines to end points. Fold corners one through four to center point and attach with a brad.



Patrón de Molinete

Corta el patrón. Corta siguiendo las líneas hasta los extremos. Dobra las esquinas una hasta el cuatro hacia el centro y sujeta con un broche tipo alemán.



Bicycle Safety

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g. fiction, autobiography), expository (e.g. reports, essays) and persuasive writings (e.g. editorials, advertisements).
Language Arts: Listening and Speaking	4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.
Language Arts: Research	5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	5.C.2b Prepare and deliver oral presentations based on inquiry and research.

Lesson Objectives

By the end of this lesson, students will be able to:

- identify biking as a form of active transportation.
- explain at least three bicycle safety guidelines.
- demonstrate listening skills by responding when appropriate.

Materials Needed

- Pencils
- Student Activity Page: Bicycle Safety

Classroom Activity—Working as a Class (10 minutes)

- **Discuss** the difference between active and passive transportation.
 - Active transportation means moving one's own body to get somewhere
 - Passive transportation means that one doesn't have to use much effort to get where he/she is going; something else is doing the work.
- **Ask** if biking, canoeing and hiking are forms of active or passive transportation and how they know.
- **Point out** that when we go biking, we need to know how to be safe.
- **Brainstorm** a list on the board, entitled "Bicycle Safety Guidelines." Ask students to share their ideas about bicycle safety guidelines.
- **Help** students complete the list by referring to the Pedestrian and Bike Safety Guidelines.

Bicycle Safety

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Classroom Activity—Working in Small Groups

(30 minutes)

- **Distribute** the Student Activity Page: Bicycle Safety.
- **Divide** students into small groups of three or four students.
- **Review** the directions for Part 1 and ask students to respond to the prompt. Remind students that, in the next segment of the lesson, they will write a scene about the guideline they choose for this portion of the activity.
- **Circulate** among the groups to assist students as needed. Once students have chosen the focus of their scene, have them move on to Part 2 of the Student Activity Page.
 - If students need help getting started, take time to do a mini-lesson showing how a scene could be written. For instance:
 - **Say:** If I were going to write a scene, I would write about how important it is to wear a helmet that fits. I think that guideline is important because if a helmet doesn't fit correctly, it can't do the job I want it to do – protecting my head if I fall from my bike.
 - **Say:** I might want my scene to be funny, so I might have one person in my group pretend to be wearing a helmet that is way too big, so it covers their eyes and they can't see. I would think about what each person will say during the scene.
 - **Say:** To show each person's part, I would write the name of the person, then a colon, and then the words that they are going to say, just like a script.
 - **Say:** If there was something the person was supposed to be doing, but not saying, during the scene, I would put that direction in parenthesis.
 - **Write** a sample on the board such as this one:

Teacher: *Did you ride your bike today wearing that thing?*
(points to helmet)

Boy with big helmet: *Um, who are you? I can't see you with this thing on my head.*

- **Say:** See how I wrote “points to helmet” in parentheses? I don't want the teacher character to say that, but I do want the teacher to point to the large helmet.
- **Ask** groups to act out their scenes for the class when scripts are complete. Ask the rest of the class to guess which safety guideline is being illustrated by each scene.

Adapting for all Grade Levels

Lesson's Target Grade Level: 4th grade

- Younger students or students who need more support for this activity could use a graphic organizer for a story map to help organize their ideas for the skit.
- Younger students or students who need more support for this activity could be grouped with students who will be good models and provide peer assistance when needed.
- Older students and students who need more challenge could add a short song, sung to a familiar tune, to their scenes, recapping the bicycle safety guideline and why it is important.
- Older students and students who need more challenge could create a slogan to summarize the key message of the scene.

Check for Understanding

- Ask students to identify at least two kinds of active transportation.
- Ask students to list at least three bicycle safety guidelines.

Extending the Lesson

- Take your show on the road! Help teach bicycle safety to other students by visiting the classrooms of younger students and acting out your scenes.
- Videotape the students' scenes and allow students to check out the video to share with their families.
- Think about places in your community that are bicycle-friendly. Encourage students to think about ways they can increase their physical activity by biking more often.

Bicycle Safety

Part 1: Choose one bicycle safety guideline that you and your group would like to write a scene about and act out for your class. Your scene will explain the guideline and why it is important.

Write a sentence explaining the guideline that you chose. Why it is important?
What are the consequences of not following the guideline?

Part 2: With your group, write a scene that you can act out for your class, showing why the guideline is important. Your scene could be funny or serious, but when your classmates watch it, they should learn about bicycle safety from it.

Seguridad Ciclista

Parte 1: Escoge una pauta de seguridad ciclista para que tú y tu grupo escriban una escena para actuar en frente de la clase. Tu escena explicará la pauta y por qué es importante.

Escribe una oración explicando la pauta que escogiste. ¿Por qué es importante?
¿Cuáles son las consecuencias de no seguir tal pauta?

Parte 2: Con tu grupo, escribe una escena que pueden actuar en frente de la clase, demostrando por qué la pauta es importante. Tu escena puede ser chistosa o seria, pero cuando la vean tus compañeros, deberían aprender algo acerca de la seguridad ciclista.

Transportation Choices

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
Social Studies: Economics	15.B.1 Explain why consumers must make choices.	15.B.2a Identify factors that affect how consumers make choices.
Social Studies: Economics	15.E.1 Identify goods and services provided by government.	15.E.2a Explain how and why public goods and services are provided.

Lesson Objectives

By the end of this lesson, students will be able to:	define the term “public transportation” and give examples of it. list at least three guidelines for pedestrian safety.
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Transportation Choices

40 minutes

p. 2 of 7



ACTIVE TRANSPORTATION
ALLIANCE

Materials Needed

- Pencils
- Student Activity Page: Transportation Choices

Classroom Activity—Working as a Class (5 minutes)

- **Discuss** the students' experiences riding on a train. Where did they go? Why did they take the train to get there? If few students have experience with trains, explore why this is the case. Are there trains available in your community?
- **Explain** that trains are one type of public transportation, which is a method for large groups of people to travel together, in contrast to personal transportation, in which individuals or small groups travel alone, like driving in a car.
- **Ask** if anyone can think of other forms of public transportation (i.e., buses, ferryboats, commercial airliners and trolley cars).

Classroom Activity—Working in Small Groups (15 minutes)

- **Distribute** the Student Activity Page: Transportation Choices.
- **Divide** students into groups of three or four.
- **Review** the directions for Part 1 of the Student Activity Page.
- **Provide** students time to work on the task. When groups have completed their work, ask them to share their answers.
- **Guide** a discussion based on each of the questions in Part 1. At the end of the discussion, students should be aware that:
 - Using public transportation usually produces less pollution per traveler and costs less per person than driving a car. It can be faster to take a train than to take a car, because trains can avoid street traffic delays.
 - Many forms of public transportation, such as natural gas-powered buses and electricity-powered trains, are much better for the environment than single-passenger cars powered by gasoline.

- Communities offer public transportation to provide these benefits to their residents. Especially in larger cities, many people do not own cars and rely on public transportation to get from place to place.
- Public transportation is a form of passive transportation. However, passengers who use public transportation often engage in active transportation when they walk to and from the bus stop or train station.

Classroom Activity—Working Independently (20 minutes)

- **Clarify** that sometimes we use passive transportation to get from place to place. When we can use active transportation, however, our bodies and the environment benefit (i.e., getting exercise, free, doesn't pollute).
- **Clarify** that if we are going to walk, or be pedestrians, we want to be safe.
- **Review** the directions for Part 2 of the Student Activity Page. As students complete their lists, invite them to come to the board to write the guidelines they have thought of.
- **Help** students complete their lists with the Pedestrian and Bike Safety Guidelines page.
- **Review** the directions for Part 3 of the Student Activity Page. If students are not familiar with the form of a friendly letter, review the basics of this format, including the date, greeting, body paragraph(s), closing and signature of the letter.
- **Remind** students of the purpose of their letter: to convince their friends to change their behavior. Students should use language in the letter to persuade their friends to follow the safety guidelines.
- **Invite** students to share their letters when they have completed writing. Encourage students to take note of words or sentences that are particularly persuasive.

Transportation Choices

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Adapting for all Grade Levels

Lesson's Target Grade Level: 4th grade

- Younger students and students who need more support for Part 2 of the Student Activity Page could complete this task with a partner.
- Younger students and students who need more support for Part 3 of the Student Activity Page could be given sentence starters to help them format their letters, such as:

Dear _____,
Yesterday I saw you _____.
That worried me because _____.
It is safer to _____.

- Older students and students who need more challenge could write the letter they imagine a friend would write in response to the one created in Part 3.

Check for Understanding

- Ask students to define the words “public transportation” and to give an example.
- Ask students to list at least three guidelines for pedestrian safety.

Extending the Lesson

- If public transportation is available in your area, take a closer look at a train or bus schedule. Help students understand how to read the schedule and plan virtual trips among the possible destinations to practice using the schedule.
- Give students the chance to role-play the pedestrian guidelines outlined in this lesson. Let students practice stopping at intersections, looking left, right and left again, etc.
- Take a walk as a class and practice pedestrian safety. Ask students to verbalize their safety decisions. For instance, rather than quietly crossing the street, ask students to say, “I’m looking left. I’m looking right. I’m looking left again. There are no cars coming, so it is safe to cross.”
- Homework: Ask students to list five pedestrian or safety guidelines with a family member. Have the family member sign the homework to indicate that this safety review has taken place.

Transportation Choices

Part 1: Think about trains and other kinds of public transportation, such as buses..

1. What are some advantages of taking public transportation instead of riding in a car?

2. Why do you think some cities and towns have public transportation systems?

3. Are trains and buses forms of active or passive transportation? Why do you think so?

Opciones de Transporte

Parte 1: Piensa en los trenes y otros tipos de transporte público, como los autobuses.

1. ¿Cuáles son algunas de las ventajas de tomar el transporte público en vez de andar en coche?

2. ¿Por qué crees que algunas ciudades y pueblos tienen sistemas de transporte público?

3. ¿Los trenes y autobuses son formas de transporte activo o pasivo? ¿Por qué dices eso?

Parte 2: Cuando caminas de un lugar a otro, eres un peatón. Escribe unas pautas que son importantes para la seguridad peatonal.

Parte 3: Imagina esta situación: Tu amigo camina a la escuela todos los días. Ayer viste que tu amigo no estaba siguiendo una de las pautas de seguridad peatonal. Estás preocupado por tu amigo y quieres que sepa que tan importante es la pauta.

Escribe una carta a tu amigo. Explica lo que viste y por qué estás preocupado/a. Recuerda de incluir la fecha, un saludo, un párrafo de cuerpo, cierre y firma en tu carta amigable.

Transportation Games

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Research	5.A.1b Locate information using a variety of resources.	5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, websites, CD/ROMs).
Language Arts: Research	5.C.1a Write letters, reports and stories based on acquired information.	5.C.2a Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.

Lesson Objectives

By the end of this lesson, students will be able to:

name at least three pedestrian safety guidelines and three bicycle safety guidelines.
explain the differences between active and passive transportation.

Materials Needed

- Pencils
- Crayons or markers
- Student Activity Page: Transportation Games
- Student Activity Page: Game Questions (1 per pair of students)
- Large paper or poster boards
- A simple board game such as Candy Land, if available

Classroom Activity—Working as a Class (10 minutes)

- **Remind** students that in active forms of transportation, we get from place to place by our own power. With passive transportation, we use a vehicle to get from one place to another.
- **Ask** students to talk with a partner about the differences between active and passive transportation.
- **Ask** students to name some kinds of active transportation (i.e., walking, bicycling and in-line skating). Remind students that another word for a person who is walking from place to place is pedestrian.
- **Review** safety guidelines by dividing students into three or four teams and giving them five minutes to write as many bicycle or pedestrian safety guidelines as they can. When groups are finished, allow them to share their ideas, taking one idea from each team before going back to ask each team for their next idea.
- **Refer** to the Pedestrian and Bike Safety Guidelines page if needed.

Transportation Games

40 minutes

p. 2 of 6



ACTIVE TRANSPORTATION
ALLIANCE

Classroom Activity—Working in Small Groups (30 minutes)

- **Explain** the students are going to make their own board games about pedestrian and bicycle safety.
- **Review** how board games work. In most games, players move along a path from space to space. In the students' games, they also will create a path with spaces for players to move along. Some of those spaces will be question spaces. When players land on those spaces, they will have to answer questions about bicycle or pedestrian safety. Students can decide what the player will earn by answering the question correctly. They could get another turn or get to move an extra space or two.
- **Distribute** the Student Activity Page: Transportation Games and Student Activity Page: Game Questions.
- **Divide** students into pairs. Review the directions for Part 1 of the Student Activity Page and give students time to complete their work.
- **Review** the directions for Part 2 of the Student Activity Page when students are ready and distribute the materials students will use for their game boards.
- **Review** the directions for Part 3. Provide an example, for instance:
 - o **Say:** In "Candy Land," there are some special spaces that make playing more interesting. A player might pick a card with a picture of a candy on it that allows the player to move way ahead of the current space. In your games, you also can create some special spaces to make play more interesting.
- When students are ready, review the directions for Part 4. Provide an examples, for instance:
 - o **Say:** In "Candy Land," players know how many spaces to move based on a color card they pick from a deck. Other games use spinners or dice for the same purpose. In "Candy Land," players use different-colored gingerbread men as markers.
- Provide students time to finish making their games. Let each pair show their game and explain some of its special features.
- If time allows, let pairs switch and play each others' games. This could also be saved for another time.

Adapting for all Grade Levels

Lesson's Target Grade Level: 4th grade

- Younger students and students who need more support to complete Parts 1 of the Student Activity Sheet could be helped to focus their work by being assigned to write a specific number of pedestrian safety and bicycle safety questions.
- Younger students and students who need more support to create their game boards could use the back of the Student Activity Page to sketch the board before trying to create the board on the larger paper.
- Older students and students who need more challenge could create more complex games with longer paths and additional questions about the differences between active and passive transportation.

Check for Understanding

- Ask students to list at least three bicycle and three pedestrian safety guidelines.
- Ask students to explain the differences between active and passive transportation.

Extending the Lesson

- Sharpen students' writing skills by asking them to write instructions for their games. Look at the instructions that come with board games to get examples of this type of writing.

Transportation Games

You and a partner will be creating a game in which players travel around a lake. As they move around the lake, they will need to answer questions about pedestrian and bicycle safety.

Part 1: Use the Game Questions page to write eight questions about pedestrian and bicycle safety that players of your game will need to answer. What will happen to a player who answers a question correctly?

Part 2: Using paper or poster board, draw a path with spaces for your players to follow. With your partner, decide which spaces on your board will be question spaces. When players land on these spaces, they will have to answer one of the questions you have created.

Part 3: With your partner, decide which spaces will have special instructions. For example, is there a space where a player loses a turn or gets to move forward an extra three spaces? Think about an interesting reason related to walking or biking to go with the special instructions. For example, “Your bicycle tire went flat, lose a turn.”

Part 4: Decide how players will know how many spaces to move. Are you going to make a spinner, use dice, or make cards with numbers one through five for players to pick from? Decide what players will use as markers. You can use small cubes of different colors or make markers out of paper or clay.

Part 5: Complete your game by illustrating your game board and giving your game a name.

Transportation Games

Cut out the pieces along the dotted lines. Fold each small piece of paper in half.
On the front, write your question. On the inside, write the answer to the question.

Juegos de Transporte

Tú y un compañero/a estarán creando un juego en que los jugadores viajan alrededor de un lago. Mientras se muevan, van a tener que responder a preguntas acerca de la seguridad peatonal y ciclista.

Parte 1: Usa la página de Preguntas para el Juego para escribir ocho preguntas acerca de la seguridad peatonal y ciclista a las cuales los jugadores de tu juego van a tener que responder. ¿Qué pasará a un jugador quien responde correctamente a una pregunta?

Parte 2: Usando papel o una cartulina, dibuja un camino con espacios que tus jugadores puedan seguir. Junto con tu compañero, decidan cuales espacios en su tablero serán con preguntas. Cuando los jugadores llegan a esos espacios, tendrán que responder a una de las preguntas que ustedes han creado.

Parte 3: Con tu compañero, decidan cuales espacios tendrán instrucciones especiales. Por ejemplo, ¿hay un espacio donde un jugador pierde un turno o puede avanzar unos tres espacios extras? Piensa en una razón interesante relacionada con caminar o andar en bicicleta que va con las instrucciones especiales. Por ejemplo, “La llanta de tu bicicleta se pinchó, pierdes un turno.”

Parte 4: Decide como los jugadores sabrán cuantos espacios moverse. ¿Vas a crear una rueda, usar dados o hacer tarjetas con números del uno al cinco de las cuales pueden escoger los jugadores? Decide lo que los jugadores usarán como marcadores. Puedes usar cubos de diferentes colores o hacer marcadores de papel o plastilina.

Parte 5: Completa tu juego ilustrando el tablero y dale un nombre.

Juegos de Transporte

Corta las piezas por las líneas de puntos. Dobla cada pedacito de papel en medio. En el frente, escribe tu pregunta. Adentro, escribe la respuesta a la pregunta.

Speed and Safety

45+ minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Listening and Speaking	4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
Mathematics: Numbers and Operations	6.B.1 Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.	6.B.2 Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
Science: Inquiry and Design	11.A.1b Develop questions on scientific topics.	11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.

Lesson Objectives

By the end of this lesson, students will be able to:

explain guidelines for pedestrian and bicycle safety.

explain the relationship between speed, distance, and time and calculate one number given the other two.

Speed and Safety

45+ minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Materials Needed

- Pencils
- Student Activity Page: Speed and Safety
- Masking tape
- Toy car (this could be brought in by one of the students)
- Guideline or yardstick
- Stopwatch or watch or clock with a second hand

Note: This lesson may take longer than 45 minutes. If you wish, you may break the lesson into two segments.

Classroom Activity—Working as a Class

(10 minutes)

- **Tell** class they are going to make a speed timer that measures speed.
- Show the masking tape, toy car and yardstick.
- **Direct** students, either in the classroom or in the hall, to measure two feet, and then place two pieces of masking tape two feet apart.
- **Assign** one student the role of keeping time while another student gently pushes the car from one piece of tape toward the next. The timer should track the number of seconds it takes for the car to go from one piece of tape to the next.
- **Repeat** this process a few times, each time recording the time it takes for the car to travel two feet. You may use a chart such as the one below to record your data:

Trial Number	Distance	Time
Run 1		
Run 2		
Run 3		

- **Repeat** the experiment using different distances if time allows.
- **Explain** that the class can figure out our car's speed by measuring the time it took the car to travel between the two pieces of masking tape.
- **Explain** that speed=distance/time. For example, if the car traveled two feet in three seconds, the car travels $\frac{2}{3}$ of a foot in 1 second.
- **Take** the data from the chart and help students calculate the car's speed for each run in feet per second..
- **Multiply** the speed per second by 60 to show speed in feet per minutes. For example, if the car travelled $\frac{2}{3}$ foot per second, it travels $120/3$ (40) feet per minute.

Classroom Activity—Working in Small Groups

(15 minutes)

- **Distribute** the Student Activity Page: Speed and Safety. Divide students into pairs and review the directions for Parts 1 and 2.
- **Provide** students time to work on the questions. When students have completed their work, review the answers to the questions and allow students to share the questions they have written.

Answers		
1. 7 ½ miles	2. 4 hours & 30 minutes	3. 3 hours & 8 minutes

Speed and Safety

45+ minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Classroom Activity—Working Independently

(15 minutes)

- **Explain** that police officers use radar speed detectors to measure drivers' speeds and enforce speed limits.
- **Ask:** Why do we have speed limits?
- **Guide** students in a discussion of safety on the roads. Speed limits change depending on the street. Residential streets usually have a speed limit of 25 miles per hour, while highways have speed limits of 55 miles per hour and higher.
- **Ask:** Why are slower speeds required in neighborhoods than on highways?
- **Guide** students toward a discussion that recognizes that cyclists and pedestrians share the road on neighborhood streets, but not on highways.
- **Point** out cars aren't the only vehicles on the road. Bicyclists have to know safety guidelines and be aware of cars. Pedestrians also need to know how to travel safely.
- **Begin** a chart on the board with two columns, "Bicycle Safety Guidelines" and "Pedestrian Safety Guidelines", and brainstorm guidelines.
- **Help** students complete their lists with the Pedestrian and Bike Safety Guidelines page.
- **Review** the directions for Part 3 of the Student Activity Page. As students complete their writing, ask them to stand up and read their paragraphs to the class.

Adapting for all Grade Levels

Lesson's Target Grade Level: 5th grade

- Younger students and students who need more support to complete Part 1 of the Student Activity Page could work through the math as a whole group or use a calculator to check their computation.
- Students who need more support to complete Part 3 of the Student Activity Page could be given a specific guideline to write about, such as "Walk, don't run, when crossing the street," and be given time to practice with a teacher or a partner before reading aloud to the class.
- Older students and students who need more of a challenge could research the way a radar speed detector works. The website: <http://auto.howstuffworks.com/radar-detector1.htm> is a good place to start.

Check for Understanding

- Ask students to explain at least two pedestrian and bicycle safety guidelines.

Extending the Lesson

- Invite a police officer to visit your class to discuss safety issues. Allow students to think about questions they would like to ask in advance, and share the questions with the speaker before he or she arrives.
- Have students create posters promoting pedestrian and bicycle safety guidelines. Laminate and post these posters in and around your school. Your school's administration may wish to sponsor a poster contest to encourage more students to create posters.
- Create more experiments to measure speed. Measure the time it takes for a paperclip to fall from a height of five feet to the floor. Measure the time it takes for students to hop on one foot 30 times. Measure the distance and the time it takes to walk once around your school.

Speed and Safety

Part 1: Solve these speed-related problems with your partner.

1. Rachel can ride her bicycle at a speed of 15 miles per hour. How far will she travel in 30 minutes? Show your work or explain how you know.

2. Miguel runs at a speed of 4 miles per hour. How long will it take him to run 18 miles? Show your work or explain how you know.

3. Mr. Kim is driving from Zeigler to Decatur, a distance of 157 miles. He is traveling at 50 miles per hour. How long will his trip take? Show your work or explain how you know.

Part 2: With your partner, write a math problem about speed.

Velocidad y Seguridad

Parte 1: Resuelve estos problemas relacionados con la velocidad con tu compañero.

1. Rachel puede andar en su bicicleta a una velocidad de 15 millas por hora. ¿Qué tan lejos viajará en 30 minutos? Demuestra tu trabajo o explica cómo lo sabes.

2. Miguel corre a una velocidad de 4 millas por hora. ¿Qué tanto tiempo le tomará para correr 18 millas? Demuestra tu trabajo o explica cómo lo sabes.

3. El Sr. Kim está manejando de Zeigler a Decatur, una distancia de 157 millas. Está viajando a 50 millas por hora. ¿Qué tanto tiempo tomará su viaje? Demuestra tu trabajo o explica cómo lo sabes.

Parte 2: Junto con tu compañero, escribe un problema matemático acerca de la velocidad.

In the Public Eye

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	3.B.2c Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

Lesson Objectives

By the end of this lesson, students will be able to:

list bicycle and pedestrian safety guidelines.

Materials Needed

- Pencils
- Student Activity Page: In the Public Eye
- Notes about or print copies of public service announcements
- Innovations Journals

Classroom Activity—Working as a Class (5 minutes)

- **Explain** that riding a bike is great exercise, and it is not harmful to the environment.
- **Ask:** What fuel do we use to pedal our bicycles?
- **Explain** that the food we eat gives us energy to fuel our bodies, and our bodies, in turn, make our bicycles move. No other fuels are required to power a bicycle.
- **Review** bicycle and pedestrian safety guidelines. See the Pedestrian and Bike Safety Guidelines page for a list.
- **Discuss** the poster at the libraries and schools encouraging people to read. These posters feature different celebrities (Rachael Ray, Shaquille O’Neal, Yoda from “Star Wars”, etc) promoting a simple message: “Read.” The celebrity changes, the message doesn’t (Note: These posters can be seen online at <http://www.alastore.ala.org/SearchResult.aspx?CategoryID=158>). Discuss the following:
 - What is the purpose of each of these posters? (to encourage reading)
 - Why are different celebrities pictured on different posters? (to appeal to different viewers of the poster)
 - Who do you think each of these celebrities appeals to? (Guide a discussion about how the featured celebrity in a print or broadcast public service announcement is chosen to appeal to the audience the message is intended to reach)

In the Public Eye

40 minutes

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ACTIVE TRANSPORTATION
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Classroom Activity—Working in Small Groups

(10 minutes)

- **Distribute** the Student Activity Page: In the Public Eye. Divide students into groups of three or four students. Review the directions for Part 1 of the Student Activity Page.
- **Ask** students to share their ideas when their work is complete. By the end of the conversation, students should understand that public service announcements are intended to educate or remind people to make safe, beneficial and/or healthy choices. They sometimes use celebrities to connect with the intended audience. Print announcements tend to use few words to get their message across.

Classroom Activity—Working Independently

(25 minutes)

Note: Please plan on allowing additional time during the week for students to complete this activity. This extra time also can be used for collaboration with other teachers, including the art teacher or media specialist.

- **Explain** students are going to create their own public service announcements to promote active transportation, to encourage bicycle or pedestrian safety or to support any bicycle- or pedestrian-related issue.
- **Review** the directions for Part 2 of the Student Activity Page. Encourage students to plan their work using sketches, graphic organizers or outlines as appropriate.
- **Direct** students to peer edit each other's work when they are finished. Ask students to think carefully about what the message is, who the audience is and whether the work that has been created succeeds at meeting its goal of persuading a specific audience.

- **Provide** time for students to revise their work based on their peers' feedback and to work with your school's art teacher to fine-tune their graphics.

Adapting for all Grade Levels

Lesson's Target Grade Level: 5th grade

- Younger students and students who need more support to complete Part 1 of the Student Activity Page could be asked to respond to the questions with one specific public service message in mind.
- Younger students and students who need more support to complete Part 2 of the Student Activity Page could brainstorm with a partner before working independently.
- Older students and students who need more challenge could compare and contrast public service announcements found in print with those found on television and with those heard on the radio.

Check for Understanding

- **Ask** students to list at least three pedestrian and/or bicycle safety guidelines and explain their importance.

Extending the Lesson

- Take advantage of any audiovisual equipment your school has available, and let students create video public service announcements.
- Visit other classes to share the public service announcements that your students create. Let students take questions from their audiences about how they created their announcements and why they focused on the messages that they chose.
- Have students revise and create final drafts of public service announcements for display on posters. Laminate and display the public service announcement posters in and around your school.

In the Public Eye

Part 1: Answer the following questions based on the public service announcements you have seen and heard.

1. 1. What is the purpose of a public service announcement?

2. What kinds of issues have you seen addressed in public service announcements?

3. Where and how do you think public service announcements should be posted and/or broadcast? Why do you think so?

Part 2: Create a public service announcement to promote active transportation, to encourage bicycle or pedestrian safety or to support any bicycle- or pedestrian- related issue. Think about how you will get your message across. If you are creating a poster or using another print format, how will it look and what text will be included? If you are creating a radio broadcast, what will be said? If you are creating a television broadcast, what will be seen and what will be said? Be sure to use a script format to write what will be said on your radio or television broadcast.

Use the back of this paper to create your public service announcement.

En la Mira del Público

Parte 1: Responde a las siguientes preguntas basadas en los anuncios de servicio público que has visto y escuchado.

1. ¿Cuál es el propósito de un anuncio de servicio público?

2. ¿Qué tipos de asuntos has visto tratados en los anuncios de servicio público?

3. ¿Dónde y cómo piensas que los anuncios de servicio público deberían ser exhibidos y/o transmitidos? ¿Por qué piensas eso?

Parte 2: Crea un anuncio de servicio público para promover el transporte activo, aumentar la seguridad ciclista o peatonal o para apoyar cualquier tema relacionado con el ciclismo o los peatones. Piensa en cómo vas a transmitir tu mensaje. Si estás creando un póster o usando otra forma escrita, ¿cómo se va a ver y que texto vas a incluir? Si estás creando una transmisión de radio, ¿qué vas a decir? Si estás creando una transmisión de televisión, ¿qué se va a ver y que vas a decir? Asegura de usar un formato de guión para escribir lo que vas a decir en tu transmisión de radio o televisión.

Usa la parte de atrás de este papel para crear tu anuncio de servicio público.

The Grand Illinois Trail

35 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

Lesson Objectives

By the end of this lesson, students will be able to:

explain guidelines for pedestrian safety.
define “publicize” and “promote.”

Materials Needed

- Pencils
- Crayons, markers or colored pencils
- Student Activity Page: The Grand Illinois Trail
- Map of the Grand Illinois Trail

Classroom Activity—Working as a Class

(10 minutes)

- **Explain** that the Grand Illinois Trail is one of the longest bike trails in the country, connecting existing and proposed state and local trails to create more than 500 miles of continuous trail. This trail travels through numerous locations in Northern Illinois.
- **Ask:** What does it mean that it connects existing and proposed trails?
- **Explain** that the Grand Illinois Trail is not yet complete. Most of the trails connected by this route are already in place, but some have yet to be completed.
- **Ask:** Why do people like to ride bicycles?
- **Guide** students in a discussion of the reasons that bicycling is beneficial. Ideas include:
 - It is one way of getting from place to place.
 - Although sixth-graders need adults to drive them anywhere, they may be allowed to bike independently.
 - Bicycling is good exercise.
 - Bicycling does not require fossil fuels that contribute to pollution.
 - Bicycling is fun.

The Grand Illinois Trail

35 minutes

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ACTIVE TRANSPORTATION
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- **Explain** that when we use our bikes to get from place to place, we are using active transportation. That means that we are using our bodies to move us from one place to another.
- **Ask:** What are some other forms of active transportation?
- **Ask:** If active transportation involves getting our bodies moving, what do you think passive transportation is?
- **Help** students understand that passive transportation involves little physical effort (i.e., riding in a car, taking the bus).

Classroom Activity—Working in Small Groups

(15 minutes)

- **Ask:** Has anyone ever ridden a bicycle on a trail? How is trail riding different from riding on the street?
- **Give** students time to share their experiences. Students may note that a trail usually has fewer places where bicyclists must contend with car traffic, but that trails can have their own safety issues. Bicyclists must keep an eye out for other bicyclists, pedestrians and in-line skaters, along with any wildlife that may live in the areas around the trail.
- **Distribute** the Student Activity Page: The Grand Illinois Trail. Divide students into small groups of three to four students. Review the directions for Part 1. Once students have completed their work, give them time to share their ideas with the class and to talk about which guidelines apply especially to riding on trails, riding on the street or both situations.

Note: Refer to Pedestrian and Bike Safety Guidelines page. All bike safety guidelines apply to both trail and street except:

- Watch for cars, both in the street and coming out of driveways, alleys and parking lots. (S)
- When riding on a trail, it is a good idea to ride with a buddy. (T)

Classroom Activity—Working Independently

(10 minutes)

- **Review** the directions for Part 2 of the Student Activity Page. Discuss the characteristics that make a sign effective. For instance, because a bicyclist is likely to be in motion while reading a sign, the sign should be easy to read, use contrasting colors and display brief, useful text.
- **Direct** students to share their writing and signs with the class when their work is complete.

Adapting for all Grade Levels

Lesson's Target Grade Level: 6th grade

- Younger students and students who need more support in Part 1 of the Student Activity Page could be asked to list a specific number of safety guidelines, appropriate to what they can reasonably accomplish in the time allowed.
- Students who need more support to complete Part 2 of the Student Activity Page could work with you or a partner to select a guideline to highlight. Students may also benefit from completing the poster first and then working on the writing.
- Students who need more challenge could use the computer to design graphics for their posters. Students could focus on creating meaningful icons such as the ones featured on existing safety signs.

Check for Understanding

- Ask students to explain what the Grand Illinois Trail is and where it is located within Illinois.
- Ask students to explain the difference between active and passive transportation.
- Ask students to list at least three bicycle safety guidelines.

Extending the Lesson

- Ask students to take note of any signs that are posted for the benefit of pedestrians or bicyclists. Have students record what each sign shows or says and where these signs are located.
- Is there a bicycle or walking trail near your school? Take an active field trip to check out one of these trails. Take note of any signs or information posted along the trail. Collect data about who is using the trail and the activities they are engaged in.

The Grand Illinois Trail

The Grand Illinois Trail is one of the longest bike trails in the country, connecting existing and proposed state and local trails to create more than 500 miles of continuous trail.

Part 1: Make a list of safety guideline that bicyclists should follow. Label a guideline with a letter “T” if it is a guideline for trail riding. Label a guideline with an “S” if it is a guideline for street riding. Label a guideline with a “T,S” if it applies to both trail and street riding.

Part 2: Bicycle trails have signs to give riders information about the trail. They can provide directions, warn riders about upcoming traffic signals, or give them safety information.

On the back of this paper, create a sign that could be posted along the Grand Illinois Trail to remind riders of a safety guideline.

On the lines below, write a paragraph about why you picked that guideline and why you think it is an important one.

The Grand Illinois Trail

The Grand Illinois Trail es uno de los senderos de bicicleta más largos en el país, conectando caminos actuales y propuestos para crear más de 500 millas de camino continuo.

Parte 1: Haz una lista de pautas de seguridad que los ciclistas deben de seguir. Marca una pauta con una letra “T” si es una pauta para andar en sendero. Marca la pauta con una “S” si es para andar en la calle. Marcala con una “T,S” si aplica a andar en el sendero y en la calle.

Parte 2: Senderos de bicicleta tienen carteles para dar a los ciclistas información acerca del sendero. Pueden proveer direcciones, avisar a los ciclistas acerca de señales de tráfico próximos o darles información de seguridad.

En la parte de atrás de este papel, crea un cartel que pudiera ser exhibido por Grand Illinois Train para recordar a los ciclistas de una pauta de seguridad.

En las líneas de abajo, escribe un párrafo acerca de por qué escogiste esa pauta y por qué piensas que es una importante.

World Series of Pedestrian Safety

40 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
Language Arts: Writing	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.
Language Arts: Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

Lesson Objectives

By the end of this lesson, students will be able to:

explain guidelines for pedestrian safety.
define “publicize” and “promote.”

Materials Needed

- Pencils
- Student Activity Page: World Series of Pedestrian Safety

Classroom Activity—Working as a Class (5 minutes)

- **Explain** that drag racing is a kind of auto racing.
- **Ask** what kind of event students think the World Series of Drag Racing might be. Students may think about a more well-known World Series in baseball and make the connection that calling the drag racing event a “world series” indicates that it is an important competition in the world of drag racing.

World Series of Pedestrian Safety

40 minutes

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ACTIVE TRANSPORTATION
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Working in Small Groups

(15 minutes)

- **Ask** students to imagine creating their own World Series event, the World Series of Pedestrian Safety. Just as the World Series in baseball features the best teams and the World Series of Drag Racing shows off the best drag racers, the World Series of Pedestrian Safety should highlight the best practices for pedestrians.
- **Distribute** the Student Activity Page: World Series of Pedestrian Safety. Divide students into groups of three or four. Review the directions for Part 1.
- **Help** students to get started by describing a guideline and an event that highlights it. For example, I think that it is important to walk, not run, across the street. In my event demonstrating this guideline, I will time people walking across a model of a street and have a judge to make sure that no one is running.
- **Ask** students to share their ideas when their work is complete. As students describe their events and the safety guidelines demonstrated by these events, record the safety guidelines on the board. Refer to the Pedestrian and Bike Safety Guidelines page for a complete list.

Classroom Activity—Working Independently

(20 minutes)

- **Explain** that in order to get an audience for the World Series of Pedestrian Safety, they will need to publicize the event.
- **Ask** what it means to publicize an event. Ask for some other words that are related to the word publicize. Guide students in a discussion about the meaning of this word and other words that share its root, such as public, publicity and publication.
- **Inform** students that a synonym of publicize is promote. If they promote this event, they are giving people information about it, hoping that this information will make them want to attend the event.
- **Review** the directions for Parts 2 of the Student Activity Page. If students need help getting started, take time as a class to brainstorm the kinds of words that would be appropriate to use in this type of writing, such as “exciting,” “spectacular” or “educational.”

- **Ask** students to share their work when it is complete. Encourage students to read their promotions with the appropriate tone and expression.

Adapting for all Grade Levels

Lesson’s Target Grade Level: 6th grade

- Younger students and students who need more support in Part 1 of the Student Activity Page could work with you to create their first event before going on to the rest of the task.
- Younger students and students who need more support to complete Part 2 of the Student Activity Page could be given sentence starters to focus their work such as:

The World Series of Pedestrian Safety is an event you won’t want to miss because _____.
The event will begin with _____ which will demonstrate _____. *The highlight of the day will be _____ because _____.*

- Older students and students who need more challenge could record their promotions on audio or video, play them back, and reflect on ways they could improve their delivery of the message. Allow students time to go back and re-record their promotions and improve their performance based on the observations they made of their first drafts.

Check for Understanding

- **Ask** students to list guidelines for pedestrian safety.
- **Ask** students to give examples of words that are appropriate for promoting an event.

Extending the Lesson

- Hold a World Series of Pedestrian Safety at your school. Determine which of the students’ events are practical to implement. Invite other students to participate and demonstrate the pedestrian safety guidelines.
- Homework: Have students record the safety guidelines they implemented on their walks over the course of a week. Ask students to take note of any guidelines they didn’t follow and to think about why and in what circumstances they chose not to follow those guidelines.

World Series of Pedestrian Safety

Part 1: Write three guidelines that you would like to highlight at the World Series of Pedestrian Safety. Create and describe an event that would demonstrate each guideline

Safety guideline: _____

Event that demonstrates it: _____

Safety guideline: _____

Event that demonstrates it: _____

Safety guideline: _____

Event that demonstrates it: _____

Campeonato de Seguridad Peatonal

Parte 1: Escribe tres pautas que te gustaría resaltar en el Campeonato de Seguridad Peatonal. Crea y describe un evento que demostrará cada pauta.

Pauta de seguridad: _____

Evento que la demuestra: _____

Pauta de seguridad: _____

Evento que la demuestra: _____

Pauta de seguridad: _____

Evento que la demuestra: _____

ADDITIONAL RESOURCES

Print



ACTIVE TRANSPORTATION
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For fun alternatives to worksheets, explore this motivational reading and writing activity book.

Botka, Gwen, Catherine Hiatt, Jennifer Richmond, and Doug Wolven. More Alternatives to Worksheets. (1994).

When Will joins a mountain biking club, will it be the end of his friendship with Danny? Fiction.

Christopher, Matt. Mountain Bike Mania. (1998).

Find out how bicycles work. Nonfiction.

Graham, Ian. The Science of a Bicycle: The Science of Forces. (2009).

Follow Kim as he prepares for his first triathlon and finds a number of challenges along the way. Fiction.

Jaye, Ana. Summer Fun With Swim, Bike, Run: Kim & Peatie's Fantastic Triathlon Adventure. (2004).

Expand beyond the public service announcement to hands-on projects that make a difference. Nonfiction.

Lewis, Barbara A. The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference. (1995).

Learn the basics of bicycle safety. Nonfiction.

Mattern, Joanne. Staying Safe on My Bike. (2007).

Read about choosing the right equipment for a safe ride, and how to be safe once you're on your way. Nonfiction.

Pancella, Peggy. Be Safe! Bicycle Safety. (2004).

This book was written for adult readers, but it includes a history of the Schwinn company and extensive photographs documenting the evolution of the Schwinn bicycle. Nonfiction.

Pridmore, Jay. Schwinn Bicycles. (2001).

A resource for more experiments for students to do at school or at home. Nonfiction.

VanCleave, Janice. Janice VanCleave's 201 Awesome, Magical, Bizarre & Incredible Experiments. (1994).

ADDITIONAL RESOURCES

Online



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Chicagoland's voice for better walking, biking and transit.

www.activetrans.org

Learn more pedestrian and bike safety. This website includes activities to practice safe choices.

http://www.nfpa.org/riskwatch/parent_bike.html

This list is easy to print and post as a reminder about the basics of pedestrian safety.

http://www.usa.safekids.org/content_documents/ACF4C9.pdf

Guidelines for pedestrian safety in rural areas.

http://safety.fhwa.dot.gov/media/rural_areas.htm

Two sites that provide information about bike safety for kids.

http://kidshealth.org/kid/watch/out/bike_safety.html
<http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/KidsandBikeSafetyWeb/index.htm>

Adventures with Bobbie Bigfoot provides an interactive quiz to help kids understand how food choices, transportation choices and more affect a person's ecological footprint.

<http://www.kidsfootprint.org/index.html>

Learn more about the ins and outs of public transportation.

<http://www.publictransportation.org>

Read more about bicycle safety at the Illinois State Police website.

<http://www.state.il.us/KIDS/isp/bikes/>

Get tips for being a safe pedestrian.

http://www.walkinginfo.org/why/tips_walking-safely.cfm

View print public service announcements created by the U.S. Department of Transportation Federal Highway Administration to raise awareness about pedestrian safety. Please preview this site before sharing it with students, as the content is serious in nature.

http://safety.fhwa.dot.gov/local_program/pedcampaign/printpsa.htm

Get information about the Grand Illinois Trail and see a map that outlines its path.

<http://www.bikelib.org/git/index.htm>

Read "Share The Trail," a brochure created by the International Bicycle Fund outlining rules for trail bicycling.

<http://www.ibike.org/education/Share-Trail-Brochure.pdf>



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